

## USING THREE STEP INTERVIEW TO ENHANCE STUDENTS' SPEAKING OF DESCRIPTIVE TEXT

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**Abstract:** The purpose of this research was to investigate how Three Step Interview enhanced students' speaking of descriptive text at the tenth grade students of SMA Negeri 1 Sambas in academic year 2015/ 2016. The method used was Classroom Action Research. The participants of this research were the tenth grade English teacher and 36 students in class XD. The writer used observation, speaking performance, and interview to collect the data. The result showed that students could deliver the descriptions with good accuracy and fluency. Presenting the Materials, Modelling Three Step Interview, Interview in Pairs, Reversing Roles, and Sharing in Teams enhanced students' pronunciation, correct use of present tense, and appropriate use of vocabulary. Modelling Three Step Interview, Interview in Pairs, Reversing Roles, and Sharing in Teams enhance students' fluency to speak with less pauses and hesitation. Students' mean score in cycle 1 was 60.88, it increased to 72.91 in cycle 2, and it increased to 79.85 in cycle 3. In conclusion, Three Step Interview enhanced students' speaking of descriptive text.

**Keywords :** Three Step Interview, Speaking of Descriptive Text, Accuracy, Fluency.

**Abstrak:** Penelitian ini bertujuan untuk mengetahui bagaimana *Three Step Interview* meningkatkan kemampuan berbicara teks deskriptif pada siswa kelas X SMA Negeri 1 Sambas pada tahun akademik 2015/ 2016. Metode yang digunakan adalah Penelitian Tindakan Kelas. Peserta penelitian ini adalah guru bahasa Inggris kelas X dan 36 siswa di kelas XD. Penulis menggunakan observasi, penampilan berbicara, dan wawancara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa siswa dapat menyampaikan deskripsi dengan ketepatan dan kelancaran yang baik. Penyajian Materi, Pemodelan *Three Step Interview*, Wawancara Berpasangan, Bertukar Peran, dan Berbagi di Tim meningkatkan pengucapan siswa, penggunaan present tense dengan benar, dan penggunaan kosakata dengan tepat. Pemodelan *Three Step Interview*, Wawancara berpasangan, Bertukar Peran, dan Berbagi di Tim meningkatkan kelancaran siswa untuk berbicara dengan kurangnya jeda dan ragu-ragu. Skor rata-rata siswa pada siklus 1 adalah 60,88, meningkat menjadi 72,91 pada siklus 2, dan meningkat menjadi 79,85 pada siklus 3. Kesimpulannya, *Three Step Interview* meningkatkan kemampuan siswa berbicara teks deskriptif.

**Kata kunci :** *Three Step Interview*, Berbicara Teks Deskriptif, Ketepatan, Kelancaran

Speaking regarded as one of the basic skills in acquiring a language since it is involved in the language teaching and learning process. Speaking belongs to reproductive skills that cannot be separated from listening in oral production and enables the students to use language productively. Moreover, speaking takes an important part in students' daily communication. It gives opportunities for students to share messages, knowledge, information, ideas, and experiences orally in talking or having a conversation. Nation and Newton (2009) said that the learners' main goal in speaking is to convey their messages and ideas to someone else accurately and fluently.

Based on the interview with the teacher and the students, as well as observation in the classroom, it was found that many students in class XD of SMA Negeri 1 Sambas had the difficulties and problems in speaking. The students were not able to speak properly because they made mistakes in pronouncing the words, in using present tense, and in using vocabulary in sharing their descriptions. Most of them spoke with many pauses and hesitation when the teacher asked them to describe about things. Moreover, the students tended to answer the teacher's questions in minimal responses and used their mother tongue. When some students tried to describe about people in English, they mispronounced the words, used inaccurate grammar, and used inappropriate vocabulary. They lacked in vocabulary, grammar (present tense), and pronunciation. Moreover, speaking with less pauses and hesitation seemed like the biggest challenge for them.

In order to solve students' problems and enhance their speaking of descriptive text, the writer and the teacher implemented one of the techniques in cooperative learning approach, namely Three Step Interview. Kagan (1989) said that Three Step Interview requires each person to produce and receive language, there is equal participation, in the third step each student shares what he or she has heard, and for the first two steps, students interact in pairs, so one-half rather than one-fourth of the class is involved in language production at once time. Three Step Interview is considered as an appropriate technique to teach speaking of descriptive text.

Based on the research background, this research was conducted to answer this question: How does Three Step Interview enhance students' speaking of descriptive text?, and specific research questions: (1) How do Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams enhance students' pronunciation? (2) How do Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams enhance students' correct use of present tense? (3) How do Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams enhance students' appropriate use of vocabulary (adjective/ noun/ pronoun)? (4) How do Modelling Three Step Interview, Interview in Pairs, Reversing Roles, and Sharing in Teams reduce students' pauses and hesitation?

Teaching speaking is an essential case in foreign language learning. Uso-Juan & Martinez-Flor (2006) stated that teaching speaking tends to focus on getting learners

to gain their spoken competence through receiving language input, noticing and applying new vocabulary and structural patterns, enhancing fluency, and improving pronunciation. The students were engaged in a series of activities in speaking, such as drills and substitution exercises, which focused on repeating grammatical structures, vocabulary, and pronunciation through intense aural-oral practice. To speak in a foreign language, the student must master the sound system of the language, have almost instant access to appropriate vocabulary and be able to put words together intelligibly with minimal hesitation (Luoma, 2009: 8).

Descriptive text is a text that describes a particular person, thing, or place. Wardiman et al (2008: 16) defines a descriptive text as a text that describes the features of someone, something, or a certain place. The structure of this text comprises identification and description. Identification is a part of the paragraph that introduces the character. Then, Description is a part of the paragraph that describes the character.

The language produced by the students is assessed based on two aspects, namely accuracy consisted of pronunciation, present tense, and vocabulary (adjective, noun, pronoun), and fluency consisted of the absence of pauses and hesitation. Nation and Newton (2009) said that accuracy is measured by the amount of errors in pronunciation, grammar, and vocabulary, as well as fluency is measured by the speed of access or production and by the number of hesitations. In this research, pronunciation focuses on the way students pronouncing the vocabulary and sentences; Vocabulary focuses on adjective, noun, and pronoun for descriptive text; Grammar used in this research is present tense.

Cooperative learning facilitates the students to work in teams and communicate each other for better learning achievement. Jolliffe (2007) said that cooperative learning requires the students to work together in small teams to support each other to improve their own learning as well as others. Kagan and Kagan (2009) said that cooperative learning settings facilitate the students to use language in asking and answering questions, asking for and offering help, explaining ideas, expressing opinions, arguing, debating, and negotiating. Language is being practiced all over the room at once in each team. There are some techniques in cooperative learning according to Kagan and Kagan (2009), namely inside-outside Circle, Three Step Interview, Find Someone Who, and Numbered Heads Together. Among those techniques, Three Step Interview is the most appropriate technique to teach spoken text.

Three Step Interview supports the students to enhance their speaking of descriptive text. Kagan and Kagan (2009) stated that many cooperative techniques like Timed-Pair-Share and Three Step Interview are designed to maximize oral communication development and ensure each student has the opportunity to talk and listen. Three Step Interview requires groups of three or four students take turns interviewing, responding, and recording to a question that invokes the sharing of opinions, experiences, emotions, and etc (Cohen et al, 2004). In addition, Three Step Interview covers interpersonal aspects such as team building, social skills,

communication skill as well as the academic like knowledge building and thinking skills.

Two previous researchers, Kaptiningrum (2016) and Saifuddin (2013) showed how Three Step Interview could enhance students' speaking ability by giving more opportunities to the students to work together in pairs and in teams to support each other's learning. The writer believed that Three Step Interview could solve students' problem in speaking of descriptive text as they had more opportunities to speak and work together in pairs to interview each other and in teams to share the descriptions. In this case, the writer combined Text Based Instruction (Genre Based Approach) and Three Step Interview with some activities to enhance students' speaking of descriptive text in terms of accuracy and fluency at the tenth grade students in Class D of SMA Negeri 1 Sambas in academic year 2015/ 2016.

The teacher used text based instruction model (Feez and Joyce in Richard, 2006) in writing the lesson plan to teach speaking of descriptive text. There were some stages in text based instruction, such as, building the context, modelling and deconstructing the text, joint construction of the text, and independent construction of the text. In building the context, the students are introduced to a context of an authentic model of the descriptive text being studied. In modelling and deconstructing the text, the teacher presents the materials of vocabulary, pronunciation, and present tense, as well as descriptive text model using Three Step Interview. In joint construction of the text, the students apply Three Step Interview that consists of Interview in Pairs, Reversing Roles, and Sharing in Teams. In independent construction of the text, the students work independently with the text. They perform their descriptions that are already shared in Sharing in Teams in the classroom. Nation and Newton (2009) stated that the student is helped to reach a high level of performance by having the opportunity to repeat and to convey the same message.

## **METHOD**

The method of the research was classroom action research that used to solve the problems appeared in teaching and learning process. Burns (2010: 2) suggests that, "The central idea of the action part of action research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, enhancements in practice". The purpose of Action Research is to improve school practices and at the same time to improve those who try to improve the practices; to combine research processes, ability to work harmoniously with others, and the professional spirit (Best and Khan, 2006). In this case, the writer and the teacher solved students' problems in accuracy and fluency in speaking of descriptive text.

This research was implemented in the stages of classroom action research. According to Kemmis and Mc Taggart in Burns (2010: 9), CAR consisted of some stages, namely planning stage, acting stage, observing stage, and reflecting stage. In planning stage, the writer and the tenth grade English teacher of SMA Negeri 1 Sambas collaborated in preparing the lesson plan, in selecting and preparing the media and materials that were used in teaching speaking, in constructing observation

checklist, field note, and speaking assessment rubric, and in trying out the teacher to apply Three Step Interview in teaching speaking. In acting stage, the teacher followed the lesson plan using the model of text based instruction in applying Three Step Interview. In observing stage, the writer observed the process of acting that covered the students' and the teacher's performance in applying Three Step Interview technique using observation checklist and field note. The writer also observed the result of students' speaking performance that was recorded and scored based on the scoring table of accuracy and fluency. In reflecting stage, the teacher and the writer discussed the result of acting and observing in teaching speaking of descriptive text using Three Step Interview about the strengths, weaknesses, and improvements for better performance in the next cycle.

The subjects of this research were 36 students in class XD and the English teacher. Techniques of data collection used in this research were observation, oral speaking performance, audio recording, photograph, and interviewing. The writer observed the process of teaching and learning process from the teacher's performance and students' performance. Students' speaking performance was used to know students' ability in delivering the descriptions. The writer interviewed the teacher and the students to know their opinions about the implementation of Three Step Interview in enhancing students' speaking of descriptive text. Tools of data collection were observation checklist and field note for observation, speaking scoring table for students' speaking performance, the tape recorder for speaking performance and interviewing, and the camera for documentation.

The writer analyzed the qualitative data that were taken from the observation checklist, field note, and interview transcripts using the qualitative explanations. Best and Kahn (2006: 270) said that there are some steps for analyzing qualitative data namely organizing the data, description, and interpretation. In analyzing the quantitative data that taken from students' speaking performance, the writer used statistical formula to get student's individual score and students' speaking performance mean score.

## RESEARCH FINDING AND DISCUSSION

### Research Finding

Three Step Interview enhanced students' accuracy and fluency in speaking of descriptive text through some activities in each stage. The summary of teaching and learning speaking of descriptive text process using Three Step Interview from cycle to cycle were presented in Table 1.

**Table 1**  
**Summary of the Cycles**

Diagnostic Phase	Cycle 1	Cycle 2	Cycle 3
	PLAN:	PLAN:	PLAN:
• Students were	• To teach speaking by	• Teaching vocabulary by	• Asking the students to

<p>not able to pronoun the words correctly in delivering the ideas or descriptions orally.</p> <ul style="list-style-type: none"> <li>Students were not able to use present tense correctly in delivering the ideas or descriptions orally.</li> <li>Students were not able to use vocabulary orally appropriately in delivering the ideas or descriptions.</li> <li>The students spoke with long/ many pauses and hesitation in delivering the ideas or descriptions orally.</li> </ul>	<p>using Three Step Interview: To enhance students' accuracy to speak with correct pronunciation.</p> <ul style="list-style-type: none"> <li>To teach speaking by using Three Step Interview: To enhance students' accuracy to speak with the correct present tense.</li> <li>To teach speaking by using Three Step Interview: To enhance students' accuracy to speak with appropriate vocabulary (adjective/ noun/ pronoun).</li> <li>To teach speaking by using Three Step Interview: Enhancing students' fluency to speak with less pauses and hesitation.</li> </ul> <p>ACT:</p> <ul style="list-style-type: none"> <li>Showing the text about describing people (Mawar) and asking the questions relate to the text.</li> <li>Teaching the vocabulary (adjective, pronoun) using brainstorming through pictures and teaching present tense using correcting mistakes.</li> <li>Giving and explaining the model of Three Step Interview in describing people and encouraging the students to discuss language features of the text.</li> <li>Asked students to work in Pairs for Interview in Pairs and Reversing Roles activity.</li> <li>Asked the students to sit in the team of four</li> </ul>	<p>asking the students to predict the vocabulary through pictures.</p> <ul style="list-style-type: none"> <li>Teaching pronunciation using repetition drills by asking them to pronoun certain words while teaching the vocabulary.</li> <li>Teaching present tense by using correcting mistakes.</li> <li>Giving the instruction using step signs, namely STEP 1 (Interview In Pairs), STEP 2 (Reversing Roles), STEP 3 (Sharing in Teams) to make students engaged well in applying Three Step Interview.</li> <li>Managing time well in giving the instructions to the students while applying Three Step Interview by giving the time limit for each activity.</li> <li>Emphasizing to the students to interview orally in Interview in Pairs and Reversing Roles.</li> <li>Asking two volunteers to do the modelling of Three Step Interview in front of the class, while the others pay the attention after listening to the teacher's explanation.</li> <li>Asking the students to do peer correction for pronunciation and present tense in Sharing in Teams.</li> </ul> <p>ACT:</p> <ul style="list-style-type: none"> <li>Showing a picture about describing things (a laptop) and asking the questions related to the picture.</li> <li>Teaching vocabulary (adjective, pronoun) by</li> </ul>	<p>predict the vocabulary through pictures and teaching the rule of singular and plural noun.</p> <ul style="list-style-type: none"> <li>Encouraging students to practice pronunciation using repetition drills while learning vocabulary.</li> <li>Rearranging some students' seats and encouraging them to listen and appreciate their friends while delivering the descriptions in Sharing in Teams.</li> <li>Asking the students to do peer correction for pronunciation, present tense, and also vocabulary in Sharing in Teams.</li> </ul> <p>ACT:</p> <ul style="list-style-type: none"> <li>Showing a picture of a house and asking the questions related to the picture.</li> <li>Teaching the vocabulary (adjective, pronoun) by using predicting through pictures.</li> <li>Encouraging students to pronoun the vocabulary using repetition drills.</li> <li>Teaching present tense by using correcting mistakes.</li> <li>Giving the model of Three Step Interview and encouraging students to discuss language features of the text in describing houses.</li> <li>Asking two volunteers to practice the model of Three Step Interview in</li> </ul>
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<p>for Sharing in Teams activity.</p> <ul style="list-style-type: none"> <li>• The teacher collaborated with the writer recorded the students' speaking performance.</li> </ul> <p>OBSERVE:</p> <ul style="list-style-type: none"> <li>• The students looked at the descriptive text about Mawar and answered the questions related to the text.</li> <li>• The students learnt the vocabulary using brainstorming through pictures and present tense using correcting mistakes about describing people.</li> <li>• The students listened to the teacher's explanation about the model of Three Step Interview in describing people and discussed language features of the text.</li> <li>• Two volunteers did not practice the model of Three Step Interview in front of the class.</li> <li>• First step (Interview in Pairs): Some students did not interview orally. They just wrote down their friends' answer without speaking.</li> <li>• Second Step (Reversing Roles): There were some students already did second step without any instruction by the teacher. On the other hand, there were some pairs still applied first step, while the others already applied second step.</li> <li>• Third Step (Sharing in</li> </ul>	<p>using predicting through pictures.</p> <ul style="list-style-type: none"> <li>• The teacher taught pronunciation using repetition drills while teaching vocabulary.</li> <li>• The teacher taught present tense to the students using correcting mistakes.</li> <li>• Giving the model of Three Step Interview in describing things and encouraging the students to discuss language features of the text.</li> <li>• Asking two volunteers to practice the model of Three Step Interview in front of the class with the use of step signs.</li> <li>• Managing time well in applying Three Step Interview by giving the time limit for each activity.</li> <li>• Asked students to work in Pairs to ask and answer the questions orally in Interview in Pairs and Reversing Roles activity with the instruction using step signs.</li> <li>• Asking the students to sit back to the teams of four that consisted of upper, middle, and lower students to retell the descriptions about things that she/ he got from the partner. Then, asking the students to do peer correcting to correct pronunciation and present tense.</li> <li>• Asking the students to perform and record the descriptions.</li> </ul> <p>OBSERVE:</p> <ul style="list-style-type: none"> <li>• The students looked at a picture of a laptop and</li> </ul>	<p>front of the class with the use of step signs.</p> <ul style="list-style-type: none"> <li>• Rearranging some students' seats and encouraging them to listen to their friends' descriptions.</li> <li>• Asked students to work in Pairs for Interview in Pairs and Reversing Roles activity with the instruction using step signs.</li> <li>• Teaching the ways to speak fluently to the students.</li> <li>• Asking the students to appreciate and listen to their friends' descriptions.</li> <li>• Asking the students to sit back to the teams of four that consisted of some new students to retell the descriptions about things. Then, asking the students to do peer correcting to correct pronunciation present tense, and vocabulary.</li> <li>• Asking the students to perform and record the descriptions.</li> </ul> <p>OBSERVE:</p> <ul style="list-style-type: none"> <li>• The students looked at a picture of a house and answered the questions related to the picture.</li> <li>• The students learnt the vocabulary using predicting through pictures, pronunciation using repetition drills, and present tense using correcting mistakes.</li> <li>• The students listened to the teacher's explanation about text</li> </ul>
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<p>Teams): There were some students did not have the opportunities to share the descriptions in the team of four.</p> <ul style="list-style-type: none"> <li>• The students performed the descriptions to be recorded.</li> </ul> <p>REFLECT:</p> <ul style="list-style-type: none"> <li>• Avoided taking much time to translate the meaning words by words. Teaching vocabulary should be by asking the students to predict the vocabulary through pictures.</li> <li>• The teacher should teach the pronunciation to the students and ask the students to pronounce certain words while teaching the vocabulary.</li> <li>• Teaching present tense still used correcting mistakes due to many students still faced the difficulties in using correct present tense.</li> <li>• Asking two volunteers to do the modelling Three Step Interview in front of the class to make the students engaged well in applying Three Step Interview.</li> <li>• A number of students failed to understand the teacher's instruction and got confused in applying Three Step Interview. The teacher should provide step signs, namely STEP 1 (Interview In Pairs), STEP 2 (Reversing</li> </ul>	<p>answered the questions related to the picture.</p> <ul style="list-style-type: none"> <li>• The students learnt the vocabulary using predicting through pictures.</li> <li>• The students pronounced the vocabulary after the teacher.</li> <li>• The students learnt present tense using correcting mistakes</li> <li>• The students listened to the teacher's explanation about text model using Three Step Interview and discussed language features in describing things.</li> <li>• Two volunteers practiced the model of Three Step Interview in front of the class with the use of step signs.</li> <li>• The time allocation in applying Three Step Interview was organized well.</li> <li>• Most of the students asked and answered the question orally in Interview in Pairs and Reversing roles activity.</li> <li>• Each student in the team of four got the opportunity to retell the description about things in Sharing in Teams.</li> <li>• Some students did not listen to and appreciate their friends while speaking.</li> <li>• The teacher asked the students to do peer correction to correct pronunciation and present tense.</li> <li>• The students performed the descriptions to be recorded.</li> </ul>	<p>model using Three Step Interview and discussed language features of the text in describing houses.</p> <ul style="list-style-type: none"> <li>• Two volunteers practiced the model of Three Step Interview in front of the class with the use of step signs.</li> <li>• The students rearranged their seats to sit with some new students in Teams of four.</li> <li>• The students asked and answered the question orally in Interview in Pairs and Reversing Roles activity.</li> <li>• Learning the way to speak fluently.</li> <li>• Each student in the team of four got the opportunity to retell the description about houses in Sharing in Teams.</li> <li>• Most of the students appreciated and listened to their friends while speaking.</li> <li>• The students did peer correction to correct pronunciation, present tense, and vocabulary.</li> <li>• The students performed the descriptions to be recorded.</li> </ul> <p>REFLECT:</p> <ul style="list-style-type: none"> <li>• Most of the students were engaged well in learning the material and modelling Three Step Interview.</li> <li>• The students were enthusiastic in applying Three Step Interview.</li> </ul>
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<p>Roles), STEP 3 (Sharing in Teams) to give the clear instruction to the students in applying Three Step Interview.</p> <ul style="list-style-type: none"> <li>• The teacher should manage time well in instructing the students in applying Three Step Interview by giving the time limit for each activity.</li> <li>• Emphasizing to the students to interview orally in Interview in Pairs and Reversing Roles.</li> <li>• The teacher should ask the students to do peer correction for pronunciation and present tense in Sharing in Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• REFLECT:</li> <li>• Asking the students to predict the vocabulary through pictures and teaching the rule of singular and plural noun because some students still had the difficulties in using vocabulary.</li> <li>• The teacher should encourage students to practice pronunciation using repetition drills while learning vocabulary.</li> <li>• The teacher should rearrange some students' seats to avoid students' boredom sharing with the same people in teams and to make them listen to/ appreciate their friends while describing in Sharing in Teams.</li> <li>• The teacher should ask the students to do peer correction for pronunciation, present tense, and vocabulary in Sharing in Teams.</li> </ul>	<ul style="list-style-type: none"> <li>• The students applied Three Step Interview properly.</li> <li>• Most of the students appreciated and listened to their friends while doing the retelling in Sharing in Teams.</li> <li>• The students looked enthusiastic while doing peer correction with some new friends in Sharing in Teams.</li> <li>• The process of teaching and learning in cycle 3 was satisfying. The weaknesses found in teaching and learning process in cycle 1 and cycle 2 had been successfully minimized by the teacher and the students.</li> </ul>
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The findings showed that students' accuracy and fluency were enhanced through sequenced procedures of Three Step Interview. Students' accuracy was enhanced through Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams. Students' fluency was enhanced through Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams.

The students learnt the materials of pronunciation by using repetition drills and learnt the correct way to pronounce the sentences in Modelling Three Step Interview to enhance their pronunciation. Then, the students asked and answered the questions in Interview in Pairs and Reversing Roles to enhance their pronunciation. Finally, they retold the descriptions and did peer correction in Sharing in Teams to enhance their pronunciation.

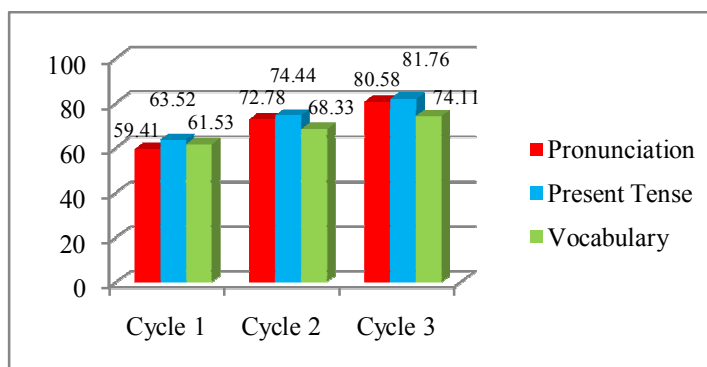
The students learnt the materials of present tense by using correcting mistakes and learnt the correct form of present tense in Modelling Three Step Interview to enhance the correct use of present tense. Then, the students asked and answered the

questions in Interview in Pairs and Reversing roles to enhance the correct use of present tense. Finally, they retold the descriptions and did peer correction in Sharing in Teams to enhance the correct use of present tense.

The students learnt the materials of vocabulary by using predicting through pictures and learnt the model of appropriate vocabulary in Modelling Three Step Interview to enhance the appropriate use of vocabulary. Then, the students asked and answered the questions in Interview in Pairs and Reversing Roles to enhance the appropriate use of vocabulary. Finally, they retold the descriptions and did peer correction in Sharing in Teams to enhance the appropriate use of vocabulary.

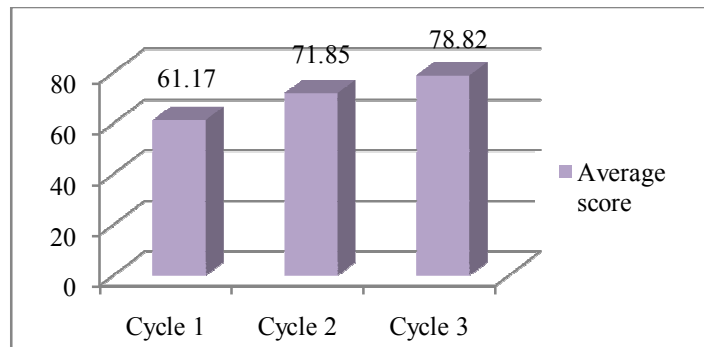
The students learnt the ways to speak fluently in Modelling Three Step Interview to reduce pauses and hesitation. Then, the students asked and answered the questions in Interview in Pairs and Reversing Roles to reduce pauses and hesitation. Finally, they retold the descriptions and did peer correction in Sharing in Teams to reduce pauses and hesitation.

This research was supported by quantitative data taken from students' speaking performance in the classroom. It consists of students' accuracy (which includes pronunciation, correct use of present tense, and appropriate use of vocabulary) and students' fluency (which includes the absence of pauses and hesitation) in speaking of descriptive text that were pictured in chart 1, chart 2, and chart 3.



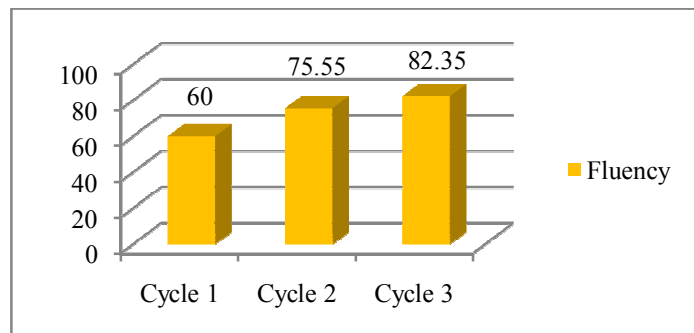
**Chart 1**  
**Speaking Aspects of Accuracy**

Chart 1 showed that average scores of pronunciation, the correct use of present tense, and the appropriate use of vocabulary enhanced from cycle to cycle. In the first cycle, students' pronunciation was 59.41, students' correct use of present tense was 63.52, and students' appropriate use of vocabulary was 60.58. Then, in the second cycle, students' pronunciation was 72.78, students' correct use of present tense was 74.44, students' appropriate use of vocabulary was 68.33. In the third cycle, students' pronunciation increased to 80.58, students' correct use of present tense increased to 81.76, and students' appropriate use of vocabulary increased to 74.11.



**Chart 2**  
**Students' Speaking Accuracy**

Chart 2 showed that the average score of accuracy enhanced from cycle to cycle. In the first cycle, it was 61.17 as categorized average. Then, it increased to 71.85 as categorized average to good in the second cycle. Finally, it increased to 78.82 in the third cycle as categorized average to good. These results showed that students' accuracy to speak with better pronunciation, correct present tense, and appropriate vocabulary were enhanced through Sharing in Teams as well as through the Presenting the Materials and Modelling Three Step Interview along with Interview In Pairs and Reversing Roles.



**Chart 3**  
**Students' Speaking Fluency**

Chart 3 showed that students gained better fluency (which covers the absence of pauses and hesitation) in speaking of descriptive text from cycle to cycle. In the first cycle, the average score of fluency was 60 as categorized average. Then, in the second cycle, it increased to 75.55 as categorized average to good. Afterwards, in the third cycle, it increased to 82.35 as categorized average to good. These results proved that students' fluency were enhanced through retelling and peer correction in Sharing

in Teams as well as through the Presenting the Materials and Modelling Three Step Interview along with Interview In Pairs and Reversing Roles.

### **Discussion**

Based on the observation in the classroom, teaching and learning process in cycle 1 was not conducted properly. In the first cycle, time allocation was not organized well; the teacher's instruction was not really clear; and some activities were not applied in the teaching and learning speaking of descriptive text. The teacher took much time in teaching the material of describing people and in giving the instructions to the students in applying Three Step Interview. The class was crowded while the students applying Three step Interview because they still confused about the application of the technique. On the other hand, the enjoyable materials that were taught to the students making them engaged well in learning. Based on students' speaking performance in the first cycle, it was found that many students made mistakes in accuracy of pronunciation, present tense, and vocabulary. Their pronunciation was influenced by their mother tongue, they ignored the rules of present tense, and they made many mistakes in vocabulary. Moreover, many students spoke with long/many pauses in delivering the descriptions of people.

In conducting the second cycle, the teacher applied some strategies to solve the problems that found in the first cycle. The teacher taught vocabulary by asking the students to predict vocabulary through pictures. The teacher used the additional media like step signs in giving the model or instructions to the students to apply Three Step Interview. Then, she asked the students to do peer correction to correct each other's mistakes in pronunciation or present tense. Moreover, she gave the time limit for each activity in applying Three Step Interview. In this cycle, the students could apply Three Step Interview properly. The weaknesses in the previous cycle could be minimized by the teacher and students. They followed the teacher's instructions to share the descriptions about things (objects) orally in the team. Unfortunately, there were some students did not pronoun the words after the teacher while learning vocabulary. Moreover, some students did not appreciate and listen to their friends while describing things. Based on students' speaking performance in the second cycle, their accuracy and fluency enhanced from the first cycle. Although, they delivered the descriptions about things (objects) more accurate and fluent than before. Many students still faced the problems in using appropriate vocabulary (noun). They still made a few mistakes in present tense and pronunciation.

In conducting the third cycle, the teaching and learning process was already satisfying. The teacher emphasized and encouraged the students to pronoun the vocabulary after her. She taught vocabulary using predicting through pictures and taught the rule of plural and singular nouns to enhance students' vocabulary. She rearranged some students' seats to make the students enjoyed retelling and listening to their friends' descriptions in Sharing in Teams. The teacher and the students implemented all the teaching and learning activities appropriately. Most of the students were engaged well in learning the material and modelling Three Step

Interview. Most of them were enthusiastic in applying Three Step Interview. Most of them listened to and appreciate their friends while retelling and doing peer correction in Sharing in Teams. Based on students' speaking performance in the last cycle, the number of pauses/ hesitation in fluency and the number of mistakes in accuracy had been minimized by the students. Some students only made a few mistakes on the vocabulary of plural nouns on things and the rooms in the house. They made the satisfying enhancement in pronouncing the words, using correct present tense, and using appropriate vocabulary. After interpreting the data, both the teacher and the writer decided to stop the actions because the result was satisfying and the indicators fulfilled the criteria of success.

Students' mean scores in speaking of descriptive text enhanced from cycle to cycle. The mean score in the first cycle was 60.88 (qualified into average). Then, in the second cycle, students' mean score increased to 72.91 (qualified into average to good). Finally, students' mean score in the third cycle increased to 79.85 (qualified into average to good). Moreover, it could be seen that the score of accuracy and fluency in the first cycle were 61.17 and 60. The scores were enhanced to 71.85 for the accuracy, 75.55 for the fluency in the second cycle. Finally, in the third cycle, the score was 78.82 for accuracy and 82.35 for the fluency.

Regarding to the teacher's and students' interview, Three Step Interview could help the students to enhance their accuracy and fluency. The teacher said that this technique made the students more active and enthusiastic in speaking. The students got more opportunities to speak in sharing their ideas or descriptions while working in pairs or in the teams. In addition, the students stated that the materials were fun and enjoyable that made them engaged well in learning. The students said that this technique gave them enjoyment, more opportunities to speak, braveness to speak, ease of memorizing, and assistance of their friends when they faced the difficulties with their accuracy through peer correction. In short, both teacher and students felt satisfied with this technique. They were interested to apply Three Step Interview someday.

The activities in Three Step Interview like Interview in Pairs, Reversing Roles, and Sharing in Teams gave positive impacts to the process of teaching and learning in speaking of descriptive text. The students were accustomed themselves to asking and answering the questions using correct pronunciation, correct present tense, and appropriate vocabulary after learning the materials and the examples in Presenting the Materials and Modelling Three Step Interview. Then, they retold the descriptions in the teams of four that consisted of different students' level (upper, middle, lower) and did peer correction on pronunciation, present tense, and vocabulary. Moreover, this technique presented pair work and team work that helped the students to enhance their accuracy and fluency in speaking of descriptive text.

The findings of this research indicated that Three Step Interview could enhance students' speaking of descriptive text. The process of teaching and learning using Three Step Interview enhanced from cycle to cycle. Both students' accuracy to pronoun the words correctly, use present tense correctly, and use vocabulary

appropriately as well as fluency to speak with less pauses and hesitation in descriptive text enhanced through Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, and Sharing in Teams. In addition, this technique made the students learning in the fun way and without feeling afraid/stress.

## **CONCLUSION AND SUGGESTION**

### **Conclusion**

Referring to the discussion of this research, the writer concluded that Three Step Interview enhance students' accuracy, namely pronunciation, present tense, and vocabulary as well as fluency, namely the absence of pauses and hesitation in speaking of descriptive text at the tenth grade students in Class XD of SMA N 1 Sambas. Students' accuracy and students' fluency in speaking of descriptive text were enhanced through sequenced procedures of Three Step Interview, namely Presenting the Materials and Modelling Three Step Interview, Interview in Pairs and Reversing Roles, as well as Sharing in Teams.

The students' accuracy was enhanced by learning pronunciation using repetition drills, learning present tense using correcting mistakes, and learning vocabulary using predicting through pictures in Presenting the Materials. It was also enhanced by pronouncing the sentences, learning present tense, learning vocabulary through the text model in Modelling Three Step Interview. Also, it was enhanced through practicing pronunciation, present tense, and vocabulary in asking and answering the questions in Interview in Pairs and Reversing Roles. Finally, it was enhanced by practicing pronunciation, present tense, and vocabulary in retelling as well as doing peer correction on pronunciation, present tense, and vocabulary in Sharing in Teams.

The students' fluency was enhanced by learning the way to speak fluently in Modelling Three Step Interview. It was also enhanced through practicing sharing the ideas in asking and answering the questions that accustomed the students to speaking fluently. Finally, it was enhanced by retelling and doing peer correction in Sharing in Teams to speak with less pauses and hesitation in delivering the descriptions.

### **Suggestion**

Based on the research finding and discussion, there are some suggestions that the writer would like to propose, they are: (1) The teacher should manage the time well in explaining the material in modelling and deconstructing the text, in asking the students to apply Three Step Interview in joint construction of the text, and in asking the students' to perform the descriptions in independent construction of the text stage. (2) The teacher should use various teaching media and supported things, like the picture, material sheets/ handout, and step signs while explaining the material and Modelling Three Step Interview. (3) In Presenting the Materials, the teacher can teach vocabulary using predicting through pictures, present tense using correcting mistakes, and pronunciation using repetition drills to make the students engaged well in learning. (4) The students should follow teacher's instruction properly in applying

Three Step Interview and speak orally in applying Interview in Pairs, Reversing Roles, and Sharing in Teams to enhance their accuracy and fluency in speaking of descriptive text. (5) Further researchers can apply Three Step Interview to solve students' speaking problems in others types of text, like narrative, recount, procedure, or news items. They should apply Three Step Interview with interesting materials and activities. It could be better if they record students' voices while doing Interview in Pairs, Reversing Roles, and Sharing in Teams to know how students apply Three Step Interview technique.

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